

Leon County Schools

Kate Sullivan Elementary School



2017-18 Schoolwide Improvement Plan

Kate Sullivan Elementary School

927 MICCOSUKEE RD, Tallahassee, FL 32308

<https://www.leonschools.net/sullivan>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Kate Sullivan Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Kate Sullivan Elementary is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

b. Provide the school's vision statement.

Kate Sullivan will be an engaging, safe, respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade level, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

We also:

- Ensure that relationship-building is a clear priority.
- Attend District provided Professional Development on multi-cultural offerings.
- Embed cultural activities within curriculum and daily course work.
- Provide professional development to staff on increasing positive interactions with students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school creates an environment where students feel safe and respected before, during and after school by:

- Provide professional development on social-emotional learning and its relationship to creating a positive, caring, and supportive school community (such as a whole, small, and individualized instruction opportunities).
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports.
- Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures and processes for reporting violations of bullying /harassment/civil rights policies
- Involve non-instructional staff , including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Kate Sullivan we:

- Ensure teachers are trained in Classroom management strategies (PBS, CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teacher will convey and review expectations for each learning activity.
- Make references to behavioral expectations when providing students' with positive feedback.
- Class meetings will occur on a frequent basis to include students feedback.
- School-wide recognition system is in place
- All teachers are participating in a program to promote leadership characteristics in students, called iLead.
- iLead has a school-wide behavior plan for the lunchroom.
- The guidance counselor offers group counseling to meet the various needs of our students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Kate Sullivan we:

- Have an operational school-based team that meets weekly to discuss students with barriers to academic and social success.
- Provide mentors assigned to students identified with concerns.
- Provide instruction and various campus activities that address social/emotional needs of students.
- Engage with identified staff to provide a differentiated delivery of services based on student/school need. Include core, supplemental, and intensive supports. We utilize data-based decision making to close academic and social-emotional equity gaps by connecting all students with the services they need.
- Offer group counseling to meet the various needs of our students.
- We use Positive Behavior Interventions and Support (PBIS)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns.
- Create data decision rules for number of absences or OSS before referrals generated to school based or district teams.
- Ensure teachers are aware of decisions, rules and procedures for notification after students are identified as meeting one of the data indicators.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	17	18	0	0	0	0	0	0	0	48

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

To address the students with one or more suspensions and Level 1s on statewide assessments:

- Effective multi-disciplinary teams in place to problem solve and create action plans
- Reading Pals, Corrective Reading, Intervention Groups, Reading Mastery, EIR, iReady
- Implement before school math programs, such as the Reading Academy for 4th grade
- Monthly Progress Monitoring Meetings
- Administrative Planning Meetings
- Workshops for parents
- Prescribe evidence-based interventions to close the student needs gap
- Continue the "Intervention Connection", a SIP Committee that works with teachers on an individual basis with students of concern.
- To promote activities related to Positive Behavior Support (PBS) that encourage students to make good choices

To address the students with poor attendance:

- Phone call to parents - 5 unexcused absences within a calendar month or 10 unexcused absences within a 90 day period
- Attendance Tracking Form completed by the teacher and submitted to the Assistant Principal - 5 unexcused absences within a calendar month or 10 unexcused absences within a 90 day period
- Notify parents with attendance letters - Level 1 (5 unexcused days), Level 2 (10 unexcused days), Level 3 (15 unexcused days)
- Schedule a meeting with the parent(s)
- Generate an Attendance Contract
- Monitor implementation of interventions designed by the child study team
- Complete a CSAP when all attempts to intervene are not successful and send to Director at LCS

*Please note: Unexcused tardies will be handled in the same format as unexcused absences.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school works with families and the community through a variety of methods. Parents and community members are encouraged to join and participate in the PTA and SAC meetings. We also encourage parents and community members to volunteer at our school and to be mentors for selected students. We have a math academy that invites community members to come in and tutor 4th grade struggling math students each morning, along with students from Cobb Middle School that are in the BETA Club. We also have a variety of festivals where parents and community members are encouraged to participate in the planning, implementation, as well as attending the events such as the Croctober Fest, Science Carnival, Health Fair and Art Fair.

In addition to sharing the school's mission and vision during PTA and SAC meetings, we also send a monthly newsletter home with each student called the Crocodilian, update our school website frequently and send messages and information via Listserv. Teachers are also encouraged to send newsletters home each month updating parents as to what is going on in their individual classrooms and/or maintaining class or grade level websites.

Progress reports are sent home by teachers in addition to inputting grades in a timely manner in Pinpoint. Teachers invite all parents to a conference the first semester of school and during the second semester if students are struggling or in danger of being retained. During the second semester all parents are invited to attend student-led conferences. Student-led Conference Night will be an opportunity for students to share their goals and progress with their parents using their data notebooks or folders.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At Kate Sullivan, we build and sustain partnerships with the local community by:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- Introducing parents to teachers and administrators during Open House.
- Communicate classroom and school news to parents utilizing the Listserv, school website and school and classroom newsletters.
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Sending positive notes, letters and making phone calls home.

- Encouraging parents to join and participate in the Parent Teacher Association and the School Advisory Committee.
- Hold a public meeting to discuss the development, implementation and progress of the School Improvement Plan.
- Provide parents with tips and strategies to help and motivate their students at home to support the SIP.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bryan, Michael	Principal
Myers, Sylvia	Assistant Principal
Shiver, Randi	Teacher, K-12
Toner, Emily	Teacher, K-12
Bouie, Samantha	Teacher, K-12
Blake, Leah	Teacher, K-12
Shaffer, Ashley	Teacher, K-12
Robinson, Beverly	Teacher, ESE
Neihaus, Lisa	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

General Education Teacher- It is the teachers' responsibility to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports, so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Exceptional Student Education Teacher- It is the teachers' responsibility to provide instruction and supplemental instruction based on the level of support (Tier 2 and/or Tier 3) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports, so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The Exceptional Student Education and regular education teacher will help in the development of the Individualized Educational Plans.

Administrators- To ensure that teachers have the resources needed to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual student. The administrator is also responsible monitoring the collection of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The administrator also communicates with parents regarding the school-based problem solving process and plan.

School Psychologist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The school psychologist

may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The school psychologist is also responsible for monitoring the collection and the analysis of data at each tier, that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Program Specialist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The program specialist may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The program specialist is also responsible monitoring the collection of data at each tier, that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The program specialist may also help in the development of the Individualized Educational Plans.

Social Worker- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The social worker may collect information and conduct classroom observations to determine if there is a social impact on how students respond to interventions. The social worker is also responsible for monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Referral Coordinator- The referral coordinator is responsible for scheduling and proceeding over problem solving meetings. The referral coordinator collects and distributes forms necessary to facilitate interventions, response to interventions, testing permission and results, and the development of the Individual Education Plan.

Reading Coach- Provides guidance on the K-5 reading plan; facilitates and supports data collection activities, assist in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of tiered instruction and intervention plans.

Speech and Language Pathologist- Educates the team in the role language plays in curriculum, assessment, and intervention with individual students, as a basis for appropriate program design; assist in the selection of screening measures; and helps to identify systematic patterns of student needs with respect to speech and language skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Multi-Tiered System of Supports is an evidenced-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. To ensure the effectiveness of core instruction, by identifying trends and patterns using school-wide and grade-level data. Resources are allocated in direct proportion to student needs. The MTSS is a continuum of integrated academic and behavior supports reflecting the needs for students to have fluid access to instruction and supports of varying intensity levels. Students who need interventions beyond what is administered to all students, supplemental interventions are delivered individually or in small groups at increasing levels of intensity. These levels are tiers. Data collected at each tier are used to measure the efficacy of the supports, so that meaningful decisions can be made.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Bryan	Principal
Amy Hartman	Parent
Derek Bell	Parent
Marla Williams	Education Support Employee
Wendy Barber	Business/Community
Randi Shiver	Parent
Sherell Ash	Teacher
Kathy Summers	Parent
Christine Sessa-Simmonds	Parent
Antonio Dickey	Parent
Debbie Nesmith	Teacher
Miatta Jalabar	Parent
Janet Tashner	Parent
Melissa Rudd	Parent
Clint Wallace	Parent
Terry Arnold	Parent
Lynn Brickler	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Committee evaluated the plan based on student progress, as well as teacher, parent, and administrative feedback.

b. Development of this school improvement plan

The School Improvement Committee reviewed the researched based strategies proposed by the School Improvement Committees to increase student achievement. The committee also reviewed the school's learning goals in reading, math, science, interventions and STEM. In addition, SAC provided valuable feedback on the strategies and goals outlined in the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The School Advisory Committee voted on and approved instructional materials to be purchased with the School Improvement dollars.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Railey, Toylene	Teacher, K-12
Myers, Sylvia	Assistant Principal
High, Holiday	Teacher, K-12
Henry, Simone	Teacher, ESE
Bosarge, Jillian	Teacher, K-12
Bouie, Samantha	Teacher, K-12
Dottie, Schaffner	
Kenon, Gia	Teacher, K-12
Hartman, Amy	Teacher, K-12
Runyan, Megan	Teacher, ESE
Tacot, Sharon	Teacher, K-12
Nesmith, Deborah	Teacher, K-12
Mann, Donna	

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Celebrate Literacy Week- Celebrate Literacy week will be a way to re-energize teachers, parents, staff, and students and get them reading! The week will be packed with activities that involve the community and stakeholder in featuring books, highlighting authors, sharing favorite book characters, and promoting school-wide reading with the Accelerated Reader.

Implementing Florida State Standard Strategies- One of the goals of the LLT is to not only prepare students for high-stakes testing, but to build stronger readers. Professional development and instructional team meetings will be scheduled to assist teachers with planning reading tasks that encourage higher-order thinking processes that include text dependent questioning and text dependent writing. Teachers will be expected to provide opportunities for students to cite evidence and support their answers to reading questions through writing, Think-Pair-Share and Think-Pair-Write.

Overseeing Intervention Programs/Progress Monitoring/Instructional Team Meetings- The LLT team will work together to monitor the implementation of the intervention programs being used. The LLT will meet each nine weeks to disaggregate reading data and make instructional decisions based on the data determination. Ongoing professional development opportunities will also be based on student reading data.

Curriculum Night- Curriculum nights will be held to give parents information on the reading expectations and shifts. Parents will also be given an overview of the reading programs, interventions, and assessments. Providing this information to parents will help them to better understand what their students need to do, to demonstrate that they can read at or above grade level and how they (the parents) can assist with increasing the student proficiency and the learning gains for students.

Mentor Program- Mentors will be provided to students who are recommended by teachers and/or administrators based on a student's behavior and academic history. Students who have mentors will have the opportunity to work with these volunteers on activities that support and build literacy.

Reading Buddies- Reading Buddies pairs intermediate readers with primary readers once a week. Classes match up and meet to read Accelerated Readers. Either the younger students reads to the older students, or perhaps the older student will do the reading. This collaborative effort will assist students in grades K-2 to meet their AR goals and in some cases provides struggling readers in grades 3-5 with more opportunities to read aloud. In both cases, the purpose of Reading Buddies is to increase fluency and reading comprehension.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our way of work for encouraging positive working relationships between teachers are team meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade levels. Researched-based protocols are utilized to focus meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed, based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administrative Team and Teacher Leaders will be responsible for the following recruitment and retainment strategies:

- A team of teachers will be involved in the interview process to hire new, highly qualified teachers.
- Professional Learning Communities will meet to provide support to new teachers.
- The district will host job fairs to recruit highly effective teachers.
- Professional development will be provided, based on evaluations and observations.
- The administrative team will conduct classroom walk-throughs through True North Logic and provide feedback to teachers.

Administrative Team and Mentor Teachers will be responsible for the following recruitment and retainment strategies:

- Beginning teachers will receive formal and informal evaluations within the first 45 days of employment. The data collected during the evaluation is used to identify strengths and areas of need.
- Beginning teachers are assigned highly effective mentors that meet with them regularly to provide positive support and assist in areas of need.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our teacher mentoring program is an effective method that develops and retains high quality classroom teachers. Both the mentor and the mentee benefit from relationships that encourage reflection on the practice of teaching. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level, and/or identified as being in need of improvement. The teachers will also participate in the Beginning Teacher program for Leon County Schools and ACT (Awesome (New) Crocodile Teachers) school-based beginning teacher program.

The teacher mentoring activities include:

- Structured guidance and regular support
- Mentor teachers will help teachers to improve their practice of teaching and develop their instructional skills
- Observation and feedback to beginning teachers
- Observation of the mentor teacher by the mentee

Beginning Teacher- Laura Evans (4th) with Sherell Ash, 4th grade veteran teacher

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school utilizes curriculum selected by the district and that meets the Florida State Standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards, and to plan and discuss the reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and in learning the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses Response to Interventions to monitor student progress and to determine what services should be implemented or that should be added to provide students with the optimum learning opportunities. We use intensive reading instruction, the use of small groups to supplement the whole group, grade level reading instruction. The school ensures every teacher contributes to literacy improvement to every student by:

- Holding meeting on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards.
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute intervention/enrichment block
- Creating a schedule that builds in science and social studies instruction with integrated math and reading.
- Providing tiered instruction, based on student need.
- Providing resources to support instruction
- Administering assessments that measure standards

- Monitoring progress at the class and grade level during progress monitoring and team meetings
- Conducting data chats with students
- Students receive pull-out

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 8,100

The math club provides one on one instruction in math skills for selected 4th grade students.

Strategy Rationale

N/A

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Sylvia, myerss@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA Math

Strategy: After School Program

Minutes added to school year: 3,120

SciChicks and SciBros

Strategy Rationale

This science club provides students with extended experiences with hands-on activities for science, technology, engineering, art and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bosarge, Jillian, bosargej@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA Science and FSA Math

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

- 1) FLKRS- All incoming Kindergarteners are screened at the beginning of the year to determine their readiness for Kindergarten. (August 18-September 29th)
- 2) AIMS Web testing is used to progress monitor students who are struggling with grade level appropriate skills. (Year-round)
- 3) Students are assessed to determine if there is a need for intervention reading instruction and provided with additional reading support if deemed necessary. (August 18-September 30/As determined by student performance)
- 4) Students articulating from a Pre-K program into Kindergarten that are Developmentally Delayed are monitored or served by the Exceptional Student Education teacher until their birthday or time designated by the IEP. Determination for continued support is also determined during their Kindergarten year.
- 5) Orientation (August), Open House (September), and Curriculum night (TBA) are several opportunities for parents to be informed of the the school and classroom procedures and expectations.
- 6) Reading Buddies pair Kindergarten students and intermediate students together to practice reading skills through picture books (Accelerated Reading). (Year-Round)

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** According to the 2017-18 FSA ELA assessment, 66% of students tested will score a Level 3 or above.
- G2.** According to the 2017-18 FSA Math assessment, 60% of our students will score a Level 3 or above.
- G3.** Fifty-nine percent of students will score a Level 3 or higher according to the 2017-2018 FCAT Science Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. According to the 2017-18 FSA ELA assessment, 66% of students tested will score a Level 3 or above.

1a

G096224

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Students needing differentiated and Tier 2 and 3 instruction.
- Students not being engaged in reading the curriculum stories.
- Time for planning and collaboration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource teachers pulling students for supplemental instruction. There will also be additional materials provided to teachers to help with ensuring students receive instruction tailored to their needs.
- Provide teachers with engaging supplemental reading materials.
- Extended planning time for all grade levels.

Plan to Monitor Progress Toward G1. 8

Middle of the year assessments

Person Responsible

Sylvia Myers

Schedule

On 2/1/2018

Evidence of Completion

G2. According to the 2017-18 FSA Math assessment, 60% of our students will score a Level 3 or above.

1a

G096225

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to collaborate among and across the grade levels.
- Ineffectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.
- Students lack of number sense.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math! Enrichment, Re-teach, and Remediation components, Professional Development, iReady, and Ready

Plan to Monitor Progress Toward G2. 8

Allowed time for collaboration and professional development

Person Responsible

Sylvia Myers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas

G3. Fifty-nine percent of students will score a Level 3 or higher according to the 2017-2018 FCAT Science Assessment. 1a

G096226

Targets Supported 1b

Indicator	Annual Target
	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to collaborate among and across the grade levels.
- Effectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.
- Science concepts not adequately covered in grades prior to 5th.
- Lack of science support materials for grades K-3.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab in the special area rotation for grades 3,4 and 5 STEM Learning Opportunities Integrated Science in Reading and Math Sci Bros and Sci Chicks (STEAM Club) AIMS Science Materials Think Central Science (Fusions) Resources Community Stakeholders

Plan to Monitor Progress Toward G3. 8

Allowed time for collaboration and professional development

Person Responsible

Michael Bryan

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Notes from meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. According to the 2017-18 FSA ELA assessment, 66% of students tested will score a Level 3 or above. **1**

 G096224

G1.B1 Students needing differentiated and Tier 2 and 3 instruction. **2**

 B258914

G1.B1.S1 Provide teachers with small group training that focuses on providing Tier 2 and 3 instruction.

4

 S274167

Strategy Rationale

Teachers understanding how to meet students' needs with the allotted instructional time will help our students show learning gains.

Action Step 1 **5**

Professional development opportunities

Person Responsible

Sylvia Myers

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Complete a plan for professional development.

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Agendas and teacher sign in sheets.

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

G1.B3 Time for planning and collaboration. 2

 B258916

G1.B3.S1 K-2 teachers will be provided with one extended planning in the first semester of school. Teachers who teach 3-5, will be provided with 4 extended planning opportunities. 4

 S274171

Strategy Rationale

Action Step 1 5

Wacky Wednesdays and Extended Planning Days

Person Responsible

Michael Bryan

Schedule

Annually, from 9/15/2017 to 1/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Agendas and notes

Person Responsible

Michael Bryan

Schedule

Annually, from 9/15/2017 to 1/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Middle of the year assessments

Person Responsible

Sylvia Myers

Schedule

On 2/1/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Middle of the year assessments

Person Responsible

Sylvia Myers

Schedule

On 2/1/2018

Evidence of Completion


G2. According to the 2017-18 FSA Math assessment, 60% of our students will score a Level 3 or above. 1

 G096225

G2.B1 Lack of time to collaborate among and across the grade levels. 2

 B258917

G2.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels. 4

 S274172

Strategy Rationale

Action Step 1 5

Collaboration opportunities

Person Responsible

Michael Bryan

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Agendas and sign-in sheets

Person Responsible

Sylvia Myers

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress monitoring data

Person Responsible

Sylvia Myers


Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data collected from summative and formative data

G2.B2 Ineffectively utilizing progress monitoring data to drive instruction. 2

 B258918

G2.B2.S1 Progress monitoring meetings to determine the effectiveness of classroom instruction. 4

 S274174

Strategy Rationale

Action Step 1 5

Monthly Progress Monitoring Meetings

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Summative assessment data

Person Responsible

Sylvia Myers

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Middle of the year and end of the year data collections and documentation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring data

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring data

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring data

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

G2.B4 Students lack of number sense. 2

 B258920

G2.B4.S1 Work to improve students' number sense. 4

 S274178

Strategy Rationale

If students have a better number sense, they will be able to complete more complex tasks.

Action Step 1 5

Number lines required in every classroom.

Person Responsible

Michael Bryan

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Encourage teachers to use cooperative learning strategies during math.

Person Responsible

Michael Bryan

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Track assessment results for each grade level and classroom observations.

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Summative assessments

Person Responsible

Sylvia Myers

Schedule

On 5/31/2018

Evidence of Completion

Classroom assessment spreadsheets

G3. Fifty-nine percent of students will score a Level 3 or higher according to the 2017-2018 FCAT Science Assessment. 1

 G096226

G3.B1 Lack of time to collaborate among and across the grade levels. 2

 B258923

G3.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels. 4

 S274179

Strategy Rationale

Action Step 1 5

Staff Development Meetings

Person Responsible

Sylvia Myers

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-throughs, informal and formal observations, and lesson plans

Person Responsible

Michael Bryan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evaluation feedback and lesson plan review forms

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress monitoring of summative and formative assessments

Person Responsible

Sylvia Myers

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Students demonstrate satisfactory progress on summative and formative assessments

G3.B2 Effectively utilizing progress monitoring data to drive instruction. 2

 B258924

G3.B2.S1 Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile. 4

 S274180

Strategy Rationale

Action Step 1 5

Progress monitoring meetings

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data compiled in notebooks

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Progress Monitoring Notebooks

Person Responsible

Sylvia Myers

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Data compiled in notebooks, agendas

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Data that records students response to instruction

Person Responsible

Sylvia Myers


Schedule

Monthly, from 9/22/2016 to 5/31/2017

Evidence of Completion

Data compiled in notebooks, summative assessment data

G3.B3 Students lack background knowledge and critical thinking skills. 2

 B258925

G3.B3.S1 Provide students with real-world and concrete examples to help conceptualize and solve complex science concepts. 4

 S274181

Strategy Rationale

Action Step 1 5

Classroom walk-throughs, informal and formal observations, and lesson plans

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evaluation feedback

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Evaluations

Person Responsible

Michael Bryan

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evaluation feedback

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Evaluation feedback will be documented.

Person Responsible

Michael Bryan

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Progress monitoring data on formative and summative assessments

Person Responsible

Sylvia Myers

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Summative assessment data collection

G3.B4 Science concepts not adequately covered in grades prior to 5th. 2

 B258926

G3.B4.S1 Provide teachers will science materials to teach standards-based science lessons. 4

 S274182

Strategy Rationale

Action Step 1 5

Purchase science materials for all grade levels.

Person Responsible

Michael Bryan

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Receipts of purchases.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Lesson plans and observations

Person Responsible

Michael Bryan

Schedule













Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.A1 A368031	Monthly Progress Monitoring Meetings	Myers, Sylvia	8/17/2015	Agendas	5/31/2016 monthly
G3.B2.S1.MA1 M395384	Progress Monitoring Notebooks	Myers, Sylvia	8/17/2015	Data compiled in notebooks, agendas	5/31/2016 monthly
G3.B2.S1.MA1 M395383	Data that records students response to instruction	Myers, Sylvia	9/22/2016	Data compiled in notebooks, summative assessment data	5/31/2017 monthly
G3.B3.S1.MA1 M395385	Progress monitoring data on formative and summative assessments	Myers, Sylvia	8/22/2016	Summative assessment data collection	5/31/2017 daily
G1.B3.S1.MA1 M395368	Agendas and notes	Bryan, Michael	9/15/2017		1/31/2018 annually
G1.B3.S1.A1 A368029	Wacky Wednesdays and Extended Planning Days	Bryan, Michael	9/15/2017		1/31/2018 annually
G1.MA1 M395369	Middle of the year assessments	Myers, Sylvia	9/15/2017		2/1/2018 one-time
G1.B3.S1.MA1 M395366	Middle of the year assessments	Myers, Sylvia	9/15/2017		2/1/2018 one-time
G1.B3.S1.MA1 M395367	Middle of the year assessments	Myers, Sylvia	9/15/2017		2/1/2018 one-time
G2.MA1 M395380	Allowed time for collaboration and professional development	Myers, Sylvia	8/14/2017	Agendas	5/31/2018 weekly
G3.MA1 M395389	Allowed time for collaboration and professional development	Bryan, Michael	8/14/2017	Notes from meetings	5/31/2018 semiannually
G1.B1.S1.MA1 M395364	Agendas and teacher sign in sheets.	Myers, Sylvia	8/14/2017		5/31/2018 monthly
G1.B1.S1.MA1 M395365	Complete a plan for professional development.		8/14/2017		5/31/2018 one-time
G1.B1.S1.A1 A368028	Professional development opportunities	Myers, Sylvia	8/14/2017	Agendas	5/31/2018 quarterly
G2.B1.S1.MA1 M395370	Progress monitoring data	Myers, Sylvia	8/14/2017	Data collected from summative and formative data	5/31/2018 monthly
G2.B1.S1.MA1 M395371	Agendas and sign-in sheets	Myers, Sylvia	8/14/2017	Agendas and sign-in sheets	5/31/2018 semiannually
G2.B1.S1.A1 A368030	Collaboration opportunities	Bryan, Michael	8/14/2017	Agendas	5/31/2018 semiannually
G2.B2.S1.MA1 M395374	Progress monitoring data	Myers, Sylvia	8/14/2017		5/31/2018 monthly
G2.B2.S1.MA1 M395375	Progress monitoring data	Myers, Sylvia	8/14/2017		5/31/2018 monthly
G2.B2.S1.MA1 M395376	Progress monitoring data	Myers, Sylvia	8/14/2017		5/31/2018 monthly
G2.B2.S1.MA1 M395377	Summative assessment data	Myers, Sylvia	8/14/2017	Middle of the year and end of the year data collections and documentation.	5/31/2018 semiannually
G2.B4.S1.MA1 M395378	Summative assessments	Myers, Sylvia	8/14/2017	Classroom assessment spreadsheets	5/31/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1  M395379	Track assessment results for each grade level and classroom observations.	Myers, Sylvia	8/14/2017		5/31/2018 monthly
G2.B4.S1.A1  A368032	Number lines required in every classroom.	Bryan, Michael	8/14/2017		5/31/2018 annually
G2.B4.S1.A2  A368033	Encourage teachers to use cooperative learning strategies during math.	Bryan, Michael	8/14/2017		5/31/2018 daily
G3.B1.S1.MA1  M395381	Progress monitoring of summative and formative assessments	Myers, Sylvia	8/14/2017	Students demonstrate satisfactory progress on summative and formative assessments	5/31/2018 daily
G3.B1.S1.MA1  M395382	Classroom walk-throughs, informal and formal observations, and lesson plans	Bryan, Michael	8/14/2017	Evaluation feedback and lesson plan review forms	5/31/2018 weekly
G3.B1.S1.A1  A368034	Staff Development Meetings	Myers, Sylvia	8/14/2017	Agendas and sign-in sheets	5/31/2018 quarterly
G3.B2.S1.A1  A368035	Progress monitoring meetings	Myers, Sylvia	8/14/2017	Data compiled in notebooks	5/31/2018 monthly
G3.B3.S1.MA1  M395386	Evaluations	Bryan, Michael	8/14/2017	Evaluation feedback	5/31/2018 quarterly
G3.B3.S1.MA3  M395387	Evaluation feedback will be documented.	Bryan, Michael	8/14/2017		5/31/2018 quarterly
G3.B3.S1.A1  A368036	Classroom walk-throughs, informal and formal observations, and lesson plans		8/14/2017	Evaluation feedback	5/31/2018 weekly
G3.B4.S1.MA1  M395388	Lesson plans and observations	Bryan, Michael	8/14/2017		5/31/2018 semiannually
G3.B4.S1.A1  A368037	Purchase science materials for all grade levels.	Bryan, Michael	8/14/2017	Receipts of purchases.	5/31/2018 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Fifty-nine percent of students will score a Level 3 or higher according to the 2017-2018 FCAT Science Assessment.

G3.B1 Lack of time to collaborate among and across the grade levels.

G3.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels.

PD Opportunity 1

Staff Development Meetings

Facilitator

Teacher Leaders, District Curriculum Developers

Participants

All teachers

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

G3.B2 Effectively utilizing progress monitoring data to drive instruction.

G3.B2.S1 Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile.

PD Opportunity 1

Progress monitoring meetings

Facilitator

Administrators

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3.B3 Students lack background knowledge and critical thinking skills.

G3.B3.S1 Provide students with real-world and concrete examples to help conceptualize and solve complex science concepts.

PD Opportunity 1

Classroom walk-throughs, informal and formal observations, and lesson plans

Facilitator

Teacher Leaders and District Curriculum Developers

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional development opportunities	\$0.00
2	G1.B3.S1.A1	Wacky Wednesdays and Extended Planning Days	\$0.00
3	G2.B1.S1.A1	Collaboration opportunities	\$0.00
4	G2.B2.S1.A1	Monthly Progress Monitoring Meetings	\$0.00
5	G2.B4.S1.A1	Number lines required in every classroom.	\$0.00
6	G2.B4.S1.A2	Encourage teachers to use cooperative learning strategies during math.	\$0.00
7	G3.B1.S1.A1	Staff Development Meetings	\$0.00
8	G3.B2.S1.A1	Progress monitoring meetings	\$0.00
9	G3.B3.S1.A1	Classroom walk-throughs, informal and formal observations, and lesson plans	\$0.00
10	G3.B4.S1.A1	Purchase science materials for all grade levels.	\$0.00
Total:			\$0.00